

## **Chapter 1**

# **INTRODUCTION TO TEACHING**

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## **INTRODUCTION**

The students have their own way of understanding and demonstrating the acquired knowledge. Students comprehend the presented information at their own pace. The teaching adds the distinctive process of acquiring the knowledge. The teachers teach a course of study or a practical skill to the pupils. Teachers use different techniques in order to enhance the students' learning. Students respond differently to different methods of teaching. There are many teaching methods for children like questioning, modeling, demonstrating, collaborating and explaining. Apart from these defined methods, nowadays many other teaching methods in education are being applied for quality learning. The methods like role-play, story or games, seminars, presentations, workshops, conferences, brainstorming, case study, educational trips and modern audio-visual aids like documentary films, computers, internet, etc have been introduced in education. These new technologies have increased the pace of learning and understanding. The new technologies have also enhanced the capabilities of the students to research and logically think for a given problem.

There are many different ways to teach and help students to learn. A teacher considers students' background knowledge, environment, and their learning goals when going to decide what teaching method should be used. Beside this the knowledge of teaching methodologies is also important for the teachers in planning to involve students in new concepts of content. Knowledge of teaching methodologies helps teachers in facilitating learning and retention of the content. Therefore teachers must understand the basic concepts of teaching as well as the effective teaching.

This unit describes both personal and professional qualities and competencies of a teacher. The concept of teaching methods, teaching strategies and techniques has been explained clearly.

## **OBJECTIVES**

After the successful completion of this unit the prospective teachers will be able to:

1. Have a clear understanding of the concept of teaching.
2. Define teaching in more effective terms.
3. Debate on aspects of effective teaching.
4. Specify the personal and professional characteristics for making the teaching more effective.
5. Discuss various ways of effective teaching.
6. Analyse your own teaching against factors of effective teaching.
7. Describe the role of teacher in making the learning environment more conducive.
8. Analyse your own role as a classroom manager.
9. Compare your teaching methods, strategies and techniques with model teachers' methodologies.

## 1. DEFINITIONS OF TEACHING

A child's learning depends on the talent and skills of the person leading his or her classroom, the teacher. Teachers are the persons who work in an applied discipline and face the reality of nature in the form of growing minds before them, their students.

Teaching is an art and an academic process. In this process students are made motivated by a number of ways to learn. A teacher begins with the student's view about different things, what do they know and think about the topic. The teacher keeps in mind the prior knowledge of the students. Teaching positively influences the way students think, act and feel.

*Teaching is defined as a* process in which students are prepared for learning by providing initial structure to clarify planned outcomes and indicate derived learning strategies. The teachers provide sufficient opportunities in the classroom for students to practice and apply what they are learning and give improvement-oriented feed-back (Good, T.; Brophy, J. 2000).

The teachers provide assistance to enable the students to engage in learning activities productively (Meichenbaum, D.; Biemiller, A. 1998).

In the process of teaching the teachers take their students from a level of unknown to a level of understanding the new concepts. Therefore an effective teacher is one who contributes to the learning environment by increasing keen interest of the students. For the purpose of teaching the teacher has to play five major roles. These roles are:

### **As a Subject matter expert**

Teachers possess thorough knowledge of subject matter and go beyond the standard textbook materials. Teachers develop important and original thoughts on the subject matter. They tackle issues related to the discipline on the basis of their knowledge.

### **As a Pedagogical expert**

Teachers set appropriate learning goals and objectives and communicates them clearly. They show a positive attitude towards the subject, work to overcome difficulties that might hindrance in learning. They evaluate and mark students' work fairly. They guide students through critical thinking, and problem solving processes and help them to develop their own understanding. Teachers provide feedback to students about their progress in learning.

### **As an Excellent communicator**

A Teacher demonstrates effective oral and written communication, good organizational abilities and planning skills. He/she helps students learn to use effective communication skills; utilizes teaching tools appropriately and effectively.

### **As a Student-centred mentor**

A Teacher tries to encourage each student to learn through a variety of methods and encourages student participation. Take his/her students to higher intellectual levels.

### **As a Systematic and continual assessor**

A Teacher makes an appropriate procedure for student outcome assessments in order to improve student learning experiences. He/she systematically assess his/her own teaching, keeps the class material fresh and new. He/she uses new teaching style to achieve the objectives of successful student learning by identifying his/her own weaknesses and shortcomings in the teaching process.

**Learning** is very easy and natural process for the small children but it becomes hard and difficult for the children as they grow older. Learning can be made easy and natural at schools only if education and teaching is based on experiences in life of the children.

Alton-Lee (2003) has listed ten characteristics of quality teaching. Alton-Lee's ten point model covers the following areas:

1. A focus on student achievement.
2. Pedagogical practices that create caring, inclusive and cohesive learning communities.
3. Effective links between school and the cultural context of the school.
4. Quality teaching is responsive to student learning processes.
5. Learning opportunities are effective and sufficient.
6. Multiple tasks and contexts support learning cycles.
7. Curriculum goals are effectively aligned.
8. Pedagogy scaffolds feedback on students' task engagement.
9. Pedagogy promotes learning orientations, student self regulation, meta cognitive strategies and thoughtful student discourse.
10. Teachers and students engage constructively in goal oriented assessment (Alton-Lee, 2003: vi-x)

Long ago a Russian psychologist, L. S. Vygotsky's (1956) ideas affected the world's understanding of teaching, learning, and cognitive development. Many researchers of different nations have now elaborated, corrected, and developed the concept of teaching differently. Much of this work was focused on the "natural teaching" of home and community. It is now accepted that before the children enter school, they could be "taught" cognitive and linguistic skills. teaching of these skills is done in everyday interactions of domestic life by setting goaldirected activities of daily life. The new concept of teaching consists of more capable family and friends assisting children to do things which the children cannot do alone.

According to Vygotsky's theory, the developmental level of a child is identified by the ability of the child to do work alone. On the other hand the child's ability to do work with the assistance of anyone was called by Vygotsky the "zone of proximal development".

Teaching may be defined in the proximal zone.

In Vygotskian terms, teaching is good only when it "awakens and rouses to life those functions which are in a stage of maturing, which lie in the zone of proximal development" (Vygotsky, 1956, p. 278; quoted in Wertsch & Stone, 1985).

Therefore a general definition of teaching was derived from this as: Teaching consists of assisting performance through a child's zone of proximal development (ZPD). But teaching must be redefined as assisted performance; teaching occurs when performance is achieved with assisting the students (teaching):

Students' performance can be assisted by a number of ways. Behavioral and cognitive science have given following seven means of assistance:

1. Modeling: teacher offers behavior for imitation. Modeling assists learning and gives the learner information and a remembered image that can serve as a performance standard.
2. Feeding back: teacher provides information on the performance of the students. This enables the learners to compare their performance to the standard, and also allows self-correction.
3. Contingency managing: teacher applies the principles of reinforcement and punishment. In this rewards and punishment are arranged to opt desirable behaviour and to avoid the negative behavior.
4. Directing: teacher requests for specific actions. Directing assists by specifying the correct response. It provides clarification information, and promotes decision-making.
5. Questioning: teacher produces a mental operation that the learner cannot or would not produce alone. This interaction assists by giving the teacher information about the learner's developing understanding.
6. Explaining: the teacher provides explanation of the concepts in the content. This assists learners in organizing and justifying new learning and perceptions.
7. Task structuring: The teacher organizes a task into different components in a sequence. The students work on the task. the task structuring involve the chunking, segregating, and sequencing.

Properly organized classroom activities in teaching also provide assistance to students' learning. Many teaching methodologies like lectures, demonstrations, cooperative learning exercises/activities, and textbook reading can all assist learning. Other necessary elements contributing to classroom learning are recitation and assessment.

In past teachers emphasized rote learning and immediate responses. there were no opportunities for give-and-take between a teacher and learning students. The student role was passive. Very few teachers make efforts to adapt instruction to individual differences. The other modern way/mean for effective teaching is "scripts" (scripted teaching). It involves the traditional student-teacher interaction set up. It uses predesigned teacher talk and predicts student responses. It offers more than the recitation script for learning. The

scripted teaching emphasizes: i) rote learning, ii) student passivity, iii) facts and low-level questions, and iv) low-level cognitive functions (Tharp & Gallimore, 1991).

**Activity:**

Collect information from teachers working at different levels about the concept of teaching and redefine the concept of teaching on the basis of their opinions.

Let us do an exercise to check the knowledge.

**Exercise**

Q 1 Define teaching and elaborate this concept in the light of theoretical perspectives.

Q2 Debate on old and new aspects of teaching.

## 2. THE CONCEPT OF EFFECTIVE TEACHING

It is universally recognized that the teacher is the key person in an education system and whole system of education revolves around him/her.

Educational practice and researches are continuously working in the area of “improvement of learning”. The concept of effective teaching has emerged out as one of the component that contributes a large in improving learning.

Interaction in classroom is often dominated by the teacher. According to Ilukena, A. (1998) teachers are the persons who can bring a difference in educational practices. Quality of their teaching is an important factor in promoting effective learning in schools. Effective teaching involves talking to the learners about their learning and listening to them. St. Augustine quoted in Fisher, (1992) says *I learned not from those who taught me but from those who talked with me.*

Being important persons of the teaching and learning process, the effective teachers must be highly competent in planning and organizing instruction as well as in managing in classroom environment, if they want their students to be academically successful (Dilworth, 1991).

Cruickshank, Jenkins & Metcalf (2003) define effective teaching:

Most people would agree that good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parents...and genuinely excited about the work that they do....Effective teachers are able to help students learn (p. 329).

### 2.1 The Definition

The concept of “Effective Teaching” is considered as a range of factors that collectively work together and result in effective learning. Most of the people agree that the basic purpose of teaching is to enable learning. An elaboration to this concept is required to fulfill the needs of today’s youth in a knowledge-driven society where information rapidly increases at great scale. Therefore the concept of teaching should move beyond the lower order skills of acquisition and reproduction of knowledge and facts.

The students require equipping them with more recent and advanced body of knowledge, and enabling them to apply, upgrade and create knowledge.

There are various aspects of effective teaching, such as;

1. Effectively managing a classroom,
2. Starting each class with a clear objective,
3. Engaging students with questioning strategies,
4. Consolidating the lesson at the end of a period, and
5. Diagnosing common student errors and correcting them that can be systematically measured by observing classrooms and by asking students.

These aspects would be useful for both developing teachers and staffing schools more effectively.

Bulger, S. M. and Mohr D. J. (2002) describe that teaching effectiveness is dependent upon the interaction between the instructor's subject-matter knowledge and teaching (pedagogical) ability. There are two forms such interaction:

1. An individual may possess a substantial amount of subject-matter knowledge, yet be unable to design and implement instructional methods to enhance student learning due to a lack of pedagogical ability. On the other hand,
2. An individual may possess some generic pedagogical skills, yet have limited subject-matter knowledge and again be prone to ineffective teaching.

The above forms indicate that it is impossible to be an effective teacher without being competent in both subject-matter knowledge and pedagogical ability.

## **2.2 Effective Teaching Measures**

Effective teaching involves effectively managing a classroom, starting each class with a clear objective, engaging students with questioning strategies, strengthening the lesson at the end of a period, and diagnosing common student errors and correcting them. MET project (2010) enlisted the following seven measures:

- 1 multiple measures of effectiveness
- 2 accurate teacher evaluation
- 3 more meaningful tenure
- 4 differentiated pay based on effectiveness
- 5 strategic placement of teachers
- 6 more effective teachers
- 7 better student outcomes

The aims and desired learning outcomes of effective teaching bring positive changes in the following areas:

### ***i) Knowledge***

- Discipline/profession-specific knowledge.
- General knowledge: fundamental concepts that an educated person/university graduate should have, regardless of area of specialisation.
- Awareness/familiarity across knowledge domains (i.e. 'rounded' education).

### ***ii) Abilities***

- Ability to identify what information is needed and where to find it.
- Evaluation of information and discrimination of what is valid and useful from what is not.
- Application/adaptation of knowledge to problem solving and making of informed judgements.
- Self-directedness in learning and the ability to sustain lifelong learning.
- Capacity for independent research and knowledge.

- Ability to communicate ideas clearly and structure arguments convincingly.

iii) **Mindset**

- Questioning habit of mind with readiness to seek evidence/support for ideas/concepts presented, and to investigate/challenge established and controversial views including those which are generally taken as ‘knowledge’.
- Awareness of the complexity and dynamic nature of human knowledge and the need for evaluation and re-evaluation of knowledge.
- Enjoyment of learning.
- Learning as a lifelong habit.

Let us read the principles of effective teaching.

### 2.3 Principles of Effective Teaching

Richard T. Walls (1999) makes links between "process" of teaching and the "student learning" (the product) in "Four Aces of Effective Teaching". The Four Aces of Effective Teaching are summarized in the following figure:

<b><u>Ace 1 Outcomes</u></b>	
1	let students know where they are going and why
2	drive hard toward clear goals
<b><u>Ace 2 Clarity</u></b>	
1	make the contact as clear and simple as possible
2	build on what students already know
<b><u>Ace 3 Engagement</u></b>	
1	Don't lecture for more than 30 minutes before running an activity that involves all students
2	People learn what they DO, so have students DO everything that you want them to learn
<b><u>Ace 4 Enthusiasm</u></b>	
1	If you hate to teach it, your students will hate to learn it
2	The only key to motivation is success

#### The Four Aces of Effective Teaching

According to Walls (1999) student learning is better, faster, and/or more long-lasting when teachers play the following four principles:

**1: Outcomes**

The outcomes enable students to focus their attention on clear learning goals. These outcomes inform students of where they are going and how they will get there. Outcomes also provide the teacher a framework for designing and delivering the course content. Outcomes enable teachers to assess student learning as a measure of their own instructional effectiveness.

## **2: Clarity**

The effective teachers provide explanations and give details of the course concepts and content. If students DO NOT LEARN, it means the methods of delivery may lack the required degree of clarity.

So the teacher should make the message clear from alternate perspectives to alternate senses, the effective instructional practice of the teacher should afford students the opportunity to make connections between the new material and the concepts that they have already been learned.

## **3: Engagement**

This principle suggests that students learn by doing. Teachers must create an educational environment that offers students the opportunity to practice every concept that they are learning. The effective teachers use those instructional strategies that engage students throughout the lesson.

## **4: Enthusiasm**

The principle of high level of enthusiasm reflects teacher's professional competence and confidence, teacher's subject matter knowledge and instructional experience. Teachers establish a positive learning environment and show their enthusiasm for the subject matter. They use student's names, reinforce student participation during class, and keep moving among the students.

With the knowledge of the stated principles, the perspectives teachers must have to apply different approaches to make their teaching more effective. below are the approaches to effective teaching:

### **2.4 Approaches to teaching effectiveness**

Tharp, and Gallimore, (1991) viewed teaching effectiveness from three perspectives; the 'style' view (how teachers teach), The 'outcomes' approach (student result), and The 'inquiry' approach (style and outcomes within a framework).

#### **i) The 'style' view**

"Teaching effectiveness is determined by what the teacher does." The following statements illustrate this view of teaching effectiveness:

1. Effective teachers display warmth.
2. Effective teachers are enthusiastic.
3. Effective teachers provide an overview at the start of teaching something new.
4. Effective teachers minimize the amount of time they are teaching the whole class from the front (direct instruction).
5. Effective teachers facilitate the joint construction of knowledge through teacher-student and student-student conversations.
6. Effective teachers use teaching techniques and approaches that research has shown to be effective.

ii) ***The ‘outcomes’ approach***

“Teaching effectiveness is determined by student results.” The following statements illustrate this view of teaching effectiveness:

1. Teaching effectiveness is determined by what students achieve.
2. The comparative effectiveness of teachers is best determined by comparing the achievements of the students they teach.
3. The comparative effectiveness of teachers is best determined by comparing the *added value* they contribute to the achievements of the students they teach.

iii) ***The ‘inquiry’ approach***

“Teaching effectiveness is determined by the quality of inquiry into the relationship between teacher actions and student learning.”

This alternative view conceptualizes teaching effectiveness in a way that addresses the problems raised in the discussion of style and outcomes. Put simply, this approach argues that:

Effective teachers inquire into the relationship between what they do (style) and what happens for students (outcomes). But effective teachers do more than simply inquire (or reflect) – they take action (in relation to what they are doing in the classroom) to improve the outcomes for students and continue to inquire into the value of these interventions.

The inquiry model depicts two phases of inquiry:

**Inquiry 1** This inquiry focuses on the impact of teaching actions on student outcomes. This inquiry involves the collection and analysis of information about a key question: “What is happening for students in my classroom?” and sub-questions that explore the relationship between teaching actions and student learning.

**Inquiry 2** This inquiry focuses on identifying possibilities for improvement through the experiences of other teachers and from research.

The cycle of inquiry established by the processes of Inquiry 1 and Inquiry 2 enhances the opportunity to learn for the teacher (in the sense that they are learning about the impact of their own practice) and for the students (in the sense that changed teacher practices are aimed at increasing student engagement and success).

Thus effective teaching is more than style and it is more than outcomes – it is the continuous examination of the relationship between these two dimensions in order to enhance student achievement.

Let us read how certain factors influence the effectiveness of teaching:

## **2.5 Factors of Effective Teaching**

Gurney, (2007) suggests five key factors that could contribute to an effective learning and teaching environment.

**KEY FACTOR 1: *Teacher Knowledge, Enthusiasm and Responsibility for Learning***

Good classroom is one in which knowledge is shared among teacher and students. Teacher not only gives instructions but takes ideas of students during the teaching-learning process and carry out discussions. In such an environment the knowledge is shared; students and teachers all become learners and discover the world of the subject. In such an environment, a teacher takes responsibility for the sharing and enjoyment of the knowledge.

**KEY FACTOR 2: *Classroom Activities That Encourage Learning***

In a classroom of opportunity and experience, the learners explore and do experiment. In such a climate the process of learning become a measure of success and the students feel that they are the masters of their own learning.

Attitudes of the teacher in such a classroom can influence the outcome. A teacher needs to be prepared to test what is going on in the class.

The class activities used to engage the students must be reviewed, revisited and refocused in order to draw students into an effective interaction with the subject.

**KEY FACTOR 3: *Assessment Activities That Encourage Learning Through Experience***

The assessment contributes towards the creation of an effective learning process. If the students know the value of assessment in the ongoing learning process, not at the end, then they can work well and take part in the process and use it to gain better results. The effective learning environment involves the processes of peer tutoring, co-operative learning, questioning, clarifying and summarising. All of these processes are used to empower the learners. For example if teacher asks the question: ‘What do you do in the classroom?’ If assessment activities are part of the ‘doing’ then they become a central part of the learning process.

**KEY FACTOR 4: *Effective Feedback That Establishes the Learning Processes In the Classroom***

Appropriate learning related feedback is one of the important factors in effective teaching.

Different methods of feedback enable the teacher to engage the students with learning. All explanations, questioning methods, instructions are part of feedback and student input (Hattie, 1999, p.9). In an effective classroom the students actively seek the feedback of their performance. Alton Lee (2003) highlights the value of feedback but warns that too much can be harmful as too little. The feedback that a teacher gets from the students is also essential to the creation of a learning environment. The more feedback that a teacher can obtain from students, and the more the teacher can act on that feedback, the better the learning environment will be that is created.

**KEY FACTOR 5: *Effective Interaction between the Teacher and the Students, Creating an Environment That Respects, Encourages and Stimulates Learning through Experience***

Learning is an emotional exercise. Students like those things or actions that appeals to them emotionally. The teacher who brings a sense of personal involvement to the classroom, and who wants to share the knowledge with the class, who shows that he/she is also a part of the learning cycle, is setting up a relationship with the learners. The working environment generated by the interaction can remove the stigma of 'working' and turn the learning process into rewarding.

**Activity:**

Draw out some ideas of effective teaching and discuss them with the class mates and tutors.

Let us do an exercise to evaluate your learning of effective teaching:

**Exercise:**

- Q. 1 Define and explain the concept of effective teaching.
- Q. 2 How can you make your teaching more effective?
- Q. 3 Highlight the principles of effective teaching.

### **3. ROLE OF TEACHER FOR CONDUCTIVE LEARNING ENVIRONMENT**

Teaching is a multifaceted profession. The teachers have to perform many roles other than the process of teaching and imparting information to the students. They take up vital places in the lives of the students in their classrooms. Mainly they set the tone of their classrooms, build a warm environment, and take care of students by looking for any sign of trouble. They become role models for the students.

The role of a teacher in the classroom as a leader is to lead students, and families. The classroom teacher is responsible for creating a positive and disciplined learning environment:

- in the classroom
- in co-curricular activities
- in interacting informally with students

In this way, each student is challenged to grow in knowledge and maturity, according to his potential, in all aspects of his life.

#### **3.1 Areas of Responsibility**

The classroom teacher is responsible for:

- Promoting the mission and philosophy of the School/College through structured classroom prayer, participation in the educational life of the College, and modelling of appropriate standards of behaviour.
- Maintaining a positive and effective learning environment through well prepared lessons, which cater a wide range of student abilities and interests.
- Setting of realistic and challenging academic standards of student performance.
- A challenging and realistic program of student homework.
- A comprehensive attention to students work submitted for marking and supervision.
- Demonstrating knowledge, competence and confidence in the relevant subject discipline.
- Demonstrating high levels of professionalism in all activities.

Let us have a detailed look on teacher's roles as teachers serve many other roles in the classroom:

##### **1. Teaching Knowledge**

The most common role of the teacher in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that complete knowledge is conveyed to the students in the given time (academic year). Teachers teach in many ways, such as lectures, small group activities and hands-on learning activities.

## **2. Creating Classroom Environment**

Teachers play an important role in making the classroom environment either positive or negative. Students often imitate a teacher's actions. If the teacher prepares a warm, happy environment, then students will also be happy. The teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she/he sets.

## **3. Role Modeling**

Students spend a great deal of time with their teacher and their teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers not only teach the children, but also love and take care for them. Therefore teachers are respected by the community and become a role model to students and parents.

## **4. Mentoring**

Mentoring is a natural role played by the teachers. Mentoring is a way by which a teacher encourages students to do the best they can. This also includes encouraging students to enjoy learning. Listening to students carefully is the part of mentoring. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

## **5. Signs of Trouble**

As a protector, teacher looks for signs of trouble in the students. When students' behaviors change and any sign of physical abuse are noticed, teachers are required to look into the problem and solve it as per rules.

## **3.2 Conducive Classroom Environment**

The best classroom environment is one that results in efficient learning (Callahan 1996). The classroom atmosphere becomes conducive (favorable) to learning when teacher before planning teaching analyzes the behavior of each student of the class. In such environment students become self directive when encouraged through proper guidance and teaching techniques of the teacher.

According to Arif (2003) in order to create conducive classroom environment, the teachers must establish and maintain it through following teaching principles and managing practices. They must utilize time in a productive manner in order to reduce the disruptive behaviour. The students should remain involved in learning oriented actions and activities. Following are the means to make the class room more effective:

- (i) Keep students motivated by keeping the students motivated in learning. The teachers set the stage for creating positive class environment. Motivating students is the first step toward preventing discipline problems in classrooms because a student involved in learning has no time to be involved in clash with others.

- (ii) Meet basic needs. Teachers must try to meet students' basic as well as age related needs. Make students feel physically comfortable, safe, welcome, socially accepted and valued. Otherwise, they more likely to face learning difficulties and involved in disruptive actions.
- (iii) Exercise moderate degree of control. The degree of class control must be moderate. Student learning is great in classroom where teachers exercise neither too much nor too less control. Too much control may be effective on memory tasks but it is harmful for learning involving critical and creative thinking.
- (iv) Empower the students. Make them responsible for their own learning through group and individual learning activities so that they ultimately become independent learners. This is one of the purposes of good classroom management.
- (v) Keep instruction at the student level. Keep instruction at the students' development level so that they neither experience discouragement nor boredom. Otherwise, they might behave disruptively.
- (vi) Develop healthy and professionally sound relationship with all the students by being friendly with them. Learn their names and some positive information about each to greet them.
- (vii) Communicate interest in all the students and show concern for each of them. The interest and concern is communicated through brief eye contact with all and through supporting gestures and facial expressions while teaching.
- (viii) While instructing, ensure physical closeness with all the students by roaming around the class.
- (ix) Avoid labeling the students with negative adjectives, which are likely to lower their self-esteem. Labeling influences teachers' quality of interaction with the students, which further influences students' expectations and actions negatively.
- (x) Describe the behaviour of the misbehaving student, not characterize the student. Instead of saying, "you are rude" say "your comment was rude". By criticizing the personality of the students, he is less likely to change his behaviour.
- (xi) Increase the "engaged time" by keeping the students involved in the learning tasks through, wittiness, overlapping, smooth transitions and group focus.
- (xii) Teach role and routines to the younger students in academic fashion with a lot of explanation, examples and practices during initial classes.
- (xiii) Develop a set of few general classroom rules applicable to variety of situations. These rules should be displayed in the class.
- (xiv) Be assertive, rather than passive or aggressive, in enforcing discipline. Apply the rule forcefully fairly, consistently and calmly.
- (xv) Create business like climate in the classroom, where students understand that they and the teacher have a commonly shared goal of accomplishing such activities that promote learning, (Arif, 2003).

In order to handle misbehaving student, the following suggestions may prove helpful:

- (i) Deal with the present, current problem immediately, not with the past instances of the student misbehaviour.
- (ii) Talk to the student directly, instead of talking about him with others.
- (iii) Don't be harsh and provoked. Stay calm and address firmly. Anger, empty threats and physical handling must be avoided.
- (iv) If the student is hostile, the teacher can diffuse his hostility by responding with softly, calm, and soothing tone. The feeling of the students must be acknowledged in order to calm him down.

The teachers' role has been redefined as follows:

### **3.3 Redefining the Role of the Teacher**

Teaching has become different from the old concept of "show-and-tell" practices. So as the role of teachers in a child's education has also been fundamentally changed.

From the modern perspectives of the technical world, instruction not only consists of primarily lecturing to students, but offers every child a rich, rewarding, and unique learning experience. Students are no more required to sit in rows at desks and dutifully listen and record whatever they hear. Now they are more active and need to participate in the teaching and learning process by sharing knowledge with their peers and teachers.

The educational environment has now been extended from the classroom to the home and the community and even around the whole world. Information is also not only bound to the specific text books but it is available everywhere.

Schools are the centers of lifelong learning. In this changing era the teaching has been taken as one of the most challenging and respected career because whole of our nation's social, cultural, and economic health depends on it.

Hence every part of the teaching process and the role of the teachers should be reconsidered such as teacher students' relationship, teaching tools and techniques, rights and responsibilities of teachers, the form and content of curriculum, standards of assessment, preparation and professional development of teachers and structure of the schools as a working environment. So that teachers themselves and their occupation better serve schools and students.

### **3.4 New Relationships and Practices**

Traditionally teaching was considered as knowledge-dispensing, custodial child care and identifying/helping the academically less able students. Schools –the education factories pay to teachers and keep children still for taking lessons and tests. Teachers educate the students in the same way, simply stood in front of the class and delivered the same lessons year after year.

However, today, the teachers are encouraged to adopt new practices for teaching and learning in the areas of art and science. Now the redefined nature of education involves

the close relationship between a caring adult and a secure, motivated child. So the redefined role of the teachers is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities.

Teachers have to;

- Help the students integrate their social, emotional, and intellectual growth.
- Enable the students to seek, understand, and use knowledge; to make better decisions in their personal lives; and to value contributing to society.
- See themselves as masters of subject matter such as history, math, or science.

This new relationship between teachers and students will take the form of a different concept of instruction.

It has been discovered that new teaching methodologies such as project-based, participatory techniques, educational adventures, etc. can make the students participants in the instructional process. Furthermore;

- the curriculum must relate to the students' daily lives,
- the provided learning activities in the classroom must engage the students' abilities at their best, and
- the assessment must measure real achievements and be an integral part of learning.

The day-to-day job of a teacher has become;

- designing and guiding students through engaging learning opportunities,,
- to search out and construct meaningful educational experiences that allow students to solve real-world problems,
- to learn big ideas, powerful skills, and habits of mind and heart that meet agreed-on educational standards,

As a result the students used to memorize from routine lectures and textbooks, become alive as they participate in the creation and extension of new knowledge.

### **3.5 New Tools and Environments**

New technology is the most powerful force that is changing the role of teachers and students in education. The teachers are no more the primary information providers. The fundamental job of teaching has been shifted from distributing facts to helping children learn how to use the knowledge of facts by developing their abilities to think critically, solve problems, make informed judgments, and create knowledge that benefits both the students and society. Teachers have more time to spend working one-on-one or with small groups of students. The change in delivery of instruction demands a change in structure of school as well. This may involve extended periods of instruction and school to make learning free of time limits and mixed-aged classes in which students spend two or more years with the same teachers.

The concept of team teaching is becoming popular in which two or more educators share responsibility for a group of students. This means that an individual teacher will no longer be responsible for all things to all students because there will be someone with a different set of

abilities to teach them. So our schools should have a number of teachers who have appropriate levels of responsibility based on their abilities and experience levels.

### **3.6 New Professional Responsibilities**

Aside from rethinking their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect America's children to acquire. They are participating in day-to-day decision making in schools, working side-by-side to set priorities, and dealing with organizational problems that affect their students' learning.

Many teachers also spend time researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. And more teachers are spending time mentoring new members of their profession, making sure that education school graduates are truly ready for the complex challenges of today's classrooms.

Let us do an activity to apply the learned concept.

**Activity:**

Play the role of a teacher of class III for a day. Try to make the classroom environment conducive for learning by managing all misdisciplines or misbehavior in the class. Prepare a report of your role at the end of the day.

You can also check your concept by attempting the questions of the following exercise.

**Exercise:**

- Q. 1 Enlist the role of a primary teacher.
- Q. 2 Why do we need to redefine the role of the teacher? Does school need a change in its structure to cope with the changing role of the teacher?

#### **4. Characteristics of an Effective Teacher**

Knowledge and skills are taught and learned at school. School is a little community in itself where teachers and students interact with each other. During this interaction teachers influence their learner's behavior and learners influence their teacher's behavior. The nature of this interaction is an important factor in determining the learner's perceptions of school and his/her attitudes toward school-related persons and activities. This factor involves the relationship between the personality of the teacher and that of the learner.

A teacher's personality traits are important as Callahan, (1966) says that the teacher whose personality helps create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality.

Research says that teachers are cognitively oriented toward pupils while pupils are affectively oriented toward teachers. Teacher's personality is, therefore, directly and indirectly related to learning and teaching in the affective domain as well as to that in cognitive and psychomotor domains, (LEW, 1977).

Teachers have rights and responsibilities to develop a climate in the classroom which supports effective learning. Aristotle quoted in Stephen Covey, "The Seven Habits of Highly Effective People", says we are what we repeatedly do.

Climate in their classroom is based on the teachers' personality and style of teaching, the tone of their voice, and the little things they continually say and do on a daily basis. In the classroom, the learners' behavior could be determined from the way their teachers behave with them.

Best, (1991, p. 275) says the teaching is "primarily concerned with developing qualities such as curiosity, originality, initiative, cooperation, perseverance, open-mindedness, self-criticism, responsibility, self confidence and independence".

Marchbanks, (2000) in a study, examined the personalities of sixty students at the University of North Carolina at Chapel Hill through a 110-question questionnaire. The traits of passion, patience, cooperation, authoritativeness, and creativity were studied in particular because these are the essential personality traits of an effective elementary school teacher. He says teachers in the twenty- first century are responsible for the overall well-being of their students, as well as educating, disciplining, and stimulating their developing minds. Because teachers have these additional duties, many more requirements are needed to be an effective teacher. Let us read the personality traits, necessary to be able to accomplish all of the above stated tasks and duties.

#### **4.1 Personal qualities**

Elementary school teachers need the following characteristics:

- strong interpersonal and communication skills
- a genuine interest in children and respect for their individuality
- the ability to sense children's individual needs
- the ability to be creative, imaginative, patient, energetic, organized and resourceful
- the ability to establish rapport children and parents
- strong leadership and teamwork skills and a good sense of humour
- a high level of dedication to work which often impacts personal lifestyle choices
- a clear, pleasant speaking voice and the ability to convey confidence
- positive conflict resolution skills and the ability to handle stress well.

They can enjoy finding different ways to solve problems and present information, and organizing and coordinating the work of others.

One must be passionate, patient, cooperative, authoritative, and creative in order to be an effective teacher beside the basic and extended knowledge of the subject he/she is teaching. A true passion for both the profession and the children is indispensable; a teacher must look forward to his/her job every single day, having the desire to instill in the students all the knowledge and skills needed to lead a happy, healthy life in today's world. Patience is needed to maintain that passion and desire for teaching. In order to interact with the children and other teachers most effectively, an overall cooperative personality is needed. A degree of authoritativeness is necessary to preserve order and discipline in the classroom. Finally, teachers have to be creative in their approaches to instruction to earn the most successful results in educating their students (Marchbanks, 2000).

Thompson, Greer, and Greer (n.d) says that "every teacher should possess twelve characteristics such as displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students". Let us read these characteristics as given below:

##### **1) Fairness**

Fairness is one of the characteristics of the students' favorite teachers. All humans possess an inbuilt sense of fair play. Whenever a person violates, the other person in this situation is prone to react negatively.

Any impression of favoritism, or lack of fairness, leaves scars on the life of persons that lasts forever. The students report in great detail, the unfair actions of their teachers when they had negative experience of competition between classmates, even after many years have passed.

**2) Positive Attitude**

Another characteristic that students' like most is the positive attitude and approach of their teachers they use into the classroom. Scholars suggest that effective teachers are those who use meaningful verbal praise to get and keep students actively participating in the learning process. The effective teachers are generally positive minded individuals who believe in the success of their students as well as their own ability to help students achievements.

If the teachers have positive attitude they "catch students doing things right" rather than "catching them doing something wrong." The students often recall praise and recognition that was given by their teachers at schools, and they point to the confidence and direction that often resulted in their lives.

**3) Preparedness**

Competence and knowledge of the content area being taught is something that our college students have always mentioned about their favorite teachers. In a research the students pointed out that in classrooms where teachers were well prepared, behavior problems were less prevalent. The well-prepared teacher is more likely to be able to take time during lessons to notice and attend to behavioral matters, and is less likely to miss the beginnings of potentially disruptive activity. If, on the other hand, teachers have not spent sufficient time in planning and preparation, they tend to be so focused on what they are doing that they miss the early signs of misbehavior. This ultimately results in frequent disruption, waste of valuable instructional time, and student's frustration.

**4) Personal Touch**

Teachers who are connected personally with their students; call them by name, smile often, ask about students' feelings and opinions, and accept students for who they are. As well as the teachers who tell stories of their own lives events which relate to subject matter currently being taught, motivate student's interest and endorse bonding with the students. Teachers who show interest in their students have interested students.

**5) Sense of Humor**

If a teacher has the ability to break the ice in difficult situations with the use of humor, this is an extremely valuable asset for teaching. According to McDermott & Rothenberg (2000) students enjoy teachers with a sense of humor and remember those teachers who made learning a fun. Good teachers enjoy a laugh with the class occasionally.

**6) Creativity**

Students always like the unusual things that their teachers do in creative ways. Construction of models or things from wastage like plastic bottles provides a field into which children could go and work by themselves quietly on academics activities like puzzles and word-finds.

Fun activities arranged by teachers into the classroom encourage the students towards learning. Teachers can use unique ways of motivating their class. Teacher can set a reward for the class on reaching a particular academic goal. For example a teacher can give extra marks of work done by the students in a creative way.

**7) Willingness to Admit Mistakes**

Like everybody, teachers may make mistakes. Sometimes students may know when their teachers make mistakes. Unfortunately, some teachers try to let the mistakes go unnoticed or cover over them quickly. Teachers who recognize their mistakes in a very humble and pleasant way and apologize them. This act of teacher provides an excellent model for the students, and they may be remembered as a good teacher.

**8) Forgiving**

The effective teachers reflect a willingness to forgive students for misbehavior. For example if a student repeatedly asks irrelevant questions and detracts others from the lesson. The teacher can simply say the question is irrelevant and direct the student for further study.

**9) Respect**

The teachers desire be respected by their students. The teachers who give respect to their students are always respected by them. Effective teachers can train their students be respectful by many ways such as, he can keep individual grades on papers confidentially, or can speak to students privately after misbehavior not in front of others. Good teachers show sensitivity for feelings and consistently avoid situations that unnecessarily make students uncomfortable.

**10) High expectations**

Teachers with positive attitudes also possess high expectations for success. Teachers' expectation levels affect the ways in which teachers teach and interact with students. Generally, students either rise to their teachers' expectations or do not perform well when expectations are low or non-existent. The best teachers have the highest standards. They consistently challenge their students to do their best.

**11) Compassion**

Hopefully, school is a place where children can learn and be nurtured in an emotionally safe environment. Sometimes in youngsters classrooms there may happens a significant amount of cruelty and hurt feelings. In these situations a caring teacher tries to reduce the impact of hurt feelings on learning

## 12) **Sense of Belonging**

Teachers developed a sense of family in their classrooms. A variety of strategies, such as random act of kindness awards, class picture albums, and cooperative class goals build a sense of unity and belongings and maintain an emotionally safe classroom. Good teachers also took strong measures to prevent mean and hurtful behavior like teasing and bullying. Effective teachers know well that when children feel emotionally and physically safe, they learn far better.

The teacher quality is the most important factor in determining school quality. But what factors determine the teacher quality? There are fifteen key characteristics that the administrators look for in their teachers, given in an article from *Teaching for Excellence*. Let us read the teacher's characteristics from the administrator's point of view:

- **Exhibit enthusiasm:** The enthusiastic teacher can make learning fun for the students. If the teacher has willingness to teach he can make a difference in the motivation of students. This quality also helps in building a sense of teamwork even beyond the classroom.
- **Know your content:** Teachers must keep up with their field of expertise. The teacher must have mastery of the knowledge and new developments in the field. For example if you teach kindergarten, subscribe to an early childhood journal. If you teach chemistry, attend the seminar at the local college. Only the knowledge of changing trends can make the teachers expertise of the field.
- **Be organized:** In order to be organized, the teacher must learn how to handle the routine for example collecting student work, handing out materials, posting assignments, what to do when finished with an assignment, communicating class news, etc. Organized planning of teaching lessons spare teacher's time and let him/her spend more time on student' learning. Time with students. Established routines keep the class on track and give you more time for teaching and engaging students.
- **Teach actively:** Hard working teachers are always appreciated. Good teachers are actively involved in teaching. They continuously move around, and notice the students' behaviour and their learning activity.
- **Show a good attitude:** A philosopher, Voltaire, said, "the most courageous decision one makes each day is the decision to be in a good mood". The students need models with positive attitudes. Notice what you say to others and your tone of voice. The teacher must show care, concern, and respect.
- **Establish successful classroom management:** Teacher must establish the classroom management system from the first day of class. Because the discipline and management structure are essential for students to be on work. Teachers enforce management rules for an orderly class environment by using their qualities of consistent and fair. The inconsistent rules should not be enforced.
- **Pace instruction:** learning is directly related to the opportunity to learn. Students learn the most by doing, not by watching, not by standing in line, and not by listening. Teachers must plan an instructional time line for courses to be taught.

- **Maintain good people skills:** On a primary report card, this trait is referred to as "works well with others". The teachers must have quality of work well with other people. The teacher's behavior is judged by others. Education is a people business. Good human relations skills are necessary for successful teachers.
- **Communicative:** Good teachers give information clearly. They are concise, demonstrate and explain in detail. Teachers must give accurate directions when presenting new information. This process includes explaining, outlining, summarizing, and reviewing. Too often children have no idea what they are learning or why they are learning it.
- **Question effectively:** Questioning is a powerful teaching tool. The productive thinking occurs only through questioning. Ask questions directed to the whole class as well as to individuals. The questions are asked directly to the students by calling them by their names. Give time for students to think through their responses. This wait time keeps everyone involved and gives students a chance to think.
- **Differentiate instruction:** One of the biggest challenges to teaching is working with students having a great range of learning styles, personalities, and rates of learning. Teachers need to mix different teaching techniques such as auditory, visual, and hands-on techniques. For specific lessons, make subgroups of the students with similar weaknesses or skills.
- **Build success into your class:** Success rate is important. If a student continuously makes mistakes, he/she can become frustrated which may result in behavior problems and loss of effort. Researches indicate that eighty percent success rate is acceptable. When students are not successful, provide them, i) further instruction and/or ii) simplify the task until they can master the task.
- **Hold high expectations:** High expectations need to be communicated for good performance. Successful teachers don't just accept participation but they require it. In fact, students respect teachers who expect them to do their best.
- **Create a pleasant atmosphere:** Don't allow your classroom to send out the aura of the haunted house on the hill. Miserable, dull, and boring environment will decrease the percentage of learning. Cheerful and happy classrooms will stimulate learning. Teachers have to create a pleasant situation where students feel comfortable is a must for turning up the academic burner.
- **Be flexible:** teaching requires flexibility. Teachers must be able to adjust and their teaching according to the available time and resources. During teaching it usually happens when teacher is sensitive enough to student needs. He/she can vary from the routines and rules to help a child? As a recent saying goes, "The flexible shall not be bent out of shape."

Let us have a knowledge of the teachers' professional qualities.

## 4.2 Professional Qualities

The teacher's professional characteristics are following:

### **Collaboration**

The teacher works with others to achieve a common goal.

- i) Interacts constructively with peers/colleagues, administrators, supervisors, staff, mentor teachers, and parents
  - Shows consideration and respect for thoughts and feelings of others
  - Demonstrates effective verbal and non-verbal communication skills
  - Demonstrates flexibility with others
  - Solicits suggestions and feedback from others
  - Maintains communication with colleagues, supervisors, and mentor teachers when questions or concerns arise
  - Recognizes a range of valid viewpoints
- ii) Functions as a contributing member of an instructional team to achieve long-term curriculum goals, state content standards, and district standards (term 4)
  - Communicates effectively both verbally and non-verbally
  - Shares ideas and materials
  - Offers ideas and observations at IEP meetings

### **Honesty and Integrity**

The teacher demonstrates truthfulness, professional behavior, and trustworthiness.

- i) Displays honesty and integrity
  - Maintains confidentiality
  - Elicits trust and respect from both peers and supervisors
  - In completing course and field experience assignments, produces original work and credits sources when appropriate

### **Respect**

The teacher honors, values, and demonstrates consideration and regard for oneself and others.

- i) Is respectful of cultural patterns and expectations within a community context
  - Presents self in a professional manner (e.g., dress, communication)
  - Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others
  - Establishes good rapport with students and colleagues
  - Seeks to address the varied learning needs of students in his/her classroom, including lower-performing children and those with disabilities
  - Recognizes and respects identities informed by a group's historical context

### **Commitment to Learning**

The teacher values learning for self and students.

- i) Exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning
  - Plans and delivers instruction that engages all students in his/her classroom and addresses their learning needs
  - Values ongoing assessment as essential to the instructional process

- ii) Demonstrates a commitment to students' learning
  - Implements research-based strategies
  - Proposes ideas and solutions that address curriculum, instruction, and classroom management
  - Locates and/or creates materials that bring about student learning
  - Assumes responsibilities, locates materials and resources, and improves teaching
  - Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
  - Reflects on and offers ideas to address curricular, instructional and classroom management matters
  - Engages students in discovering how knowledge is constructed
  - Actively and consciously looks for stories, wisdom, action, and creations of knowledge from diverse perspectives
- iii) Reflects on performance and attitudes as a teacher
  - Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
  - Receives feedback in a positive manner and makes necessary adjustments
  - Regularly re-assesses his/her commitment to the profession
  - Evaluates instruction and student interactions and modifies as needed

### **Emotional Maturity**

The teacher demonstrates situation appropriate behavior.

- i) Is self-confident and enthusiastic
  - Displays enthusiasm for teaching and the subject matter
  - Demonstrates self-confidence through body language, voice tone, eye contact, preparedness
  - Exhibits energy, drive, and determination to become a professional educator
- ii) Is dependable, conscientious, and punctual
  - Arrives early or on-time
  - Completes assigned tasks in a timely manner
  - Follows through with assignments and expectations
- iii) Models social skills, character traits and dispositions desired in students.
  - Establishes caring and mutually respectful relationships with students
  - Explicitly teaches and models desired behaviors and attitudes

### **Leadership and Responsibility**

The teacher acts independently and demonstrates accountability, reliability, and sound judgment.

- i) Is aware of and acts according to school policies and practices
  - Has obtained and read school policy manual
  - Adheres to class, school, and district rules and policies.

- ii) Advises students in formal and informal settings
  - Shows concern for all aspects of a student’s well-being, is alert to signs of academic and behavioral difficulty, and responds appropriately
  - Actively listens to and advises students, making referrals as appropriate
- iii) Meets work schedule demands
  - Is prepared for lessons and other responsibilities
  - Meets and consults with mentor teacher each week to plan lessons
- iv) Is aware of the importance of professional appearance and demeanor
  - Dresses professionally
  - Displays a positive attitude
  - Communicates in a professional manner
- v) Demonstrates initiative, in an acceptable manner, for introducing programs or practices in a school or classroom
  - Make suggestions at faculty meetings
  - Offers ideas to mentor teacher and other instructional team members around instructional, curricular, and behavioral needs of students (College of Education, Division of Teacher Education, Revised May 10, 2010)

Four general predictors of professional teaching indicated in initial results reports of Bill & Melinda Gates’ MET project (2009) were as follows:

1. A teacher’s past success in raising student achievement on state tests (that is, his or her *value-added*) is one of the strongest predictors of his or her ability to do so again.
2. A teacher’s history of positive (or negative) value-added is among the strongest predictors of his or her students’ achievement growth in other classes and academic years.
3. The teachers with the highest value-added scores on state tests *also* tend to help students understand math concepts or demonstrate reading comprehension through writing.
4. The average student knows effective teaching when he or she experiences it.

Doing an activity related to the above stated characteristics will enhance the learning of the concept.

**Activity:**

Survey the nearby primary or secondary school and ask the students to tell about the personal and professional qualities, they like most of their teachers and discuss with your classmates after enlisting them. You can also compare them with the qualities given above.

Let us do an exercise.

**Exercise:**

- Q. 1 Reflect some common qualities of primary teachers. Why are these qualities required for effective classroom learning?
- Q. 2 Explain the personal and professional qualities of teachers.

## **5. THE CONCEPT OF TEACHING METHODOLOGIES, STRATEGIES & TECHNIQUES**

According to Lemlech (1988) classroom management makes teaching and learning achievable. The classroom management is defined by using the key components that affect success in the classroom. The components are planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, fore looking potential problems.

### **5.1 Classroom management**

Successful classroom management is defined as producing a high rate of work involvement with a low rate of deviancy in academic settings.

To some extent teachers control their instructional effectiveness in the classroom. A passive teacher simply relies on the same old teaching techniques. As compare to him an active teacher plans different teaching strategic and techniques in order to motivate the students and to achieve more success in teaching.

Different teaching techniques provide change for the teachers and minimize disturbances and make sure that instruction can proceed efficiently; they set up their rooms according to the following principles:

- 1) Teachers should be able to see all students at all times.
- 2) Teaching materials and supplies are readily available.
- 3) High – traffic areas should be free of congestion.
- 4) Students should be able to see instructional presentations.
- 5) Procedures and routines should be actively taught in the same way that academic content is taught.

### **Time Management Skill**

Academic learning time in the classroom is an important factor in keeping the classroom discipline.

A teacher's quick and efficient calls/instructions can vary the time allotted to all classroom activities. The time spent on taking start, handle digressions, off-task behaviour, discipline have an ultimate effect on student learning.

Student who spends more time on academic content learns more and receives higher achievement scores. It is important to allocate adequate time to academic content. Making time schedules is not enough, but the proper use of this allocated time leads towards student achievement. In order to study the use of classroom times, researchers have developed the following terms to allocated time, engaged time, and academic learning time.

- Allocated time is the amount of time a teacher scheduled for a subject for example, 30 minutes a day for mathematics. The more time allocated for a subject, the higher student achievement in that subject is likely to be.

- Engaged time is that part of allocated time in which students are actively involved with academic subject matter (really listening to a lecture, participating in the class discussion, writing a composition, and working on mathematics problems).
- Academic learning time is engaged time with a high success rate. Many researchers suggest that students should get 70 to 80 percent of the answers right when working with a teacher. Teachers who effectively provide and manage academic learning time in their classrooms can determine student achievement.

Effective classroom managers are nearly always good planners. They do not become late; handle the situation after noise and disruption. They teach the rules about appropriate student behaviour.

#### *Seating arrangement*

Arrangements of space and furniture that cluster students together or hinder the teacher's view make teaching more difficult. Seating arrangement must depend on type of lesson to be taught, and the type of classroom furniture.

Each teacher needs to know the appropriate seats of all students. A seating plan helps the teacher to learn names easily.

Proper arrangement of furniture also contributes to the smooth running of classrooms functions. According to Anderson (1991) desks, chairs and tables can be arranged in a variety of ways; light and temperature can be increased or decreased. Paint wall coverings, art work and plants can be used to enhance or detract from the attractiveness of the physical classroom environment.

#### *Discipline in the classroom*

Discipline in the classroom involves using guidance and teaching techniques. Discipline creates an atmosphere conducive to learning and encourages students to become self directive.

The teacher must fairly examine the reasons of individual student behavior, and then he can plan intelligently how to prevent disciplinary violations before they occur. If violations occurs, appropriate steps can be taken so that as little injury as possible is done to the learning process. Discipline rules should be posted in the classroom for all to see in order to create a classroom environment with maximum productive time utilization.

## **5.2 Teaching Methods & Strategies**

Educational institutions across the nation are responding to political, economic, social and technological pressures. They are more responsive to students' needs for their well preparation to assume future societal roles. In order to accomplish the desired roles the teachers have to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate. Some of the more prominent strategies are outlined below.

The use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson.

### **Lecture**

The lecture method is one of the most widely used instructional strategies in the classrooms. Although the usefulness of other teaching strategies is being widely examined, this method still remains an important way to communicate information. The traditional lecture can be made effective to achieve instructional goals by using it in combination with active learning teaching strategies.

The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help in making the lecture approach more effective:

1. Fit the lecture to the audience
2. Focus your topic - remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture
4. Organize your points for clarity
5. Select appropriate examples or illustrations
6. Present more than one side of an issue and be sensitive to other perspectives
7. Repeat points when necessary
8. Be aware of your audience - notice their feedback
9. Be enthusiastic - you don't have to be an entertainer but you should be excited by your topic. (Cashin, 1990, pp. 60-61)

### **Case Method**

The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provides a format for role playing ambiguous or controversial scenarios. It enables the students to apply what they learn in the classroom to real-life experiences.

A case is an account of an actual problem or situation which has been experienced by an individual or a group. It includes facts available to those facing the problem, along with a description of perceptions and attitudes of those who are confronted with the problem

Course content cases can come from a variety of sources. Teachers have transformed current events or problems reported through print or broadcast media into critical learning experiences in order to find out solutions to critical social problems. The case study

approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness.

### **Advantages**

- The case method is realistic.
- By capturing and analyzing real problems , the student is able to bridge the gap between school and real-life experiences.
- Case analysis treats feelings as facts
- By treating human emotion and feelings, the case approach captures the interest and imagination of thr learner.
- Disadvantages
- Although the case method is realistic it is not actual reality
- The case method tends to collapse time and space dimensions
- If used extensively, it will definitely limit the content material which can be covered.
- Use of already prepared , fictional cases may limit the realism of case situation.

### **Discussion Method**

Discussion method engages students in active discussion about issues and problems inherent in practical application. Teacher places an issue in front of the students and starts discussion with the help of a probing question.

There are a variety of ways to stimulate discussion. For example, some teachers begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Others find it helpful to have list of critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

A successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors communicate the commitment to the students by clearly articulating course expectations. Just as they carefully plans the learning experience, the students must comprehend the assigned reading and ready to learn.

### **Active Learning**

Meyers and Jones (1993) define active learning as learning environments that allow “students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning” (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives.

Assessing or grading students' contributions in active learning environments is problematic. It is extremely important that the course syllabus clearly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them.

### **Cooperative Learning**

Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

Careful planning and preparation are essential, when integrating cooperative or collaborative learning strategies into a course. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience

### **Integrating Technology**

Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is valuable for enhancing and extending the learning experience. Many teachers have found electronic mail to be a useful way to promote student/student or teacher/student communication between class meetings. Others use listserves, or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline-specific software to increase student understanding of difficult concepts.

Currently, our students come to us with varying degrees of computer literacy. Teachers who use technology regularly often find it necessary to provide some basic skill level instruction.

### **Distance Learning**

Distance learning is not a new concept. Students experience learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995).

Information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the boundaries of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as

email, listserves, and interactive software have also been useful additions to the educational setting.

Here are some of the basic teaching methods for higher education as well as for the middle education.

### **Questioning**

Testing and questioning are always known to be effective teaching methods due to its interactive nature. The questions are asked by the teacher with an intention to know what the student has learnt from earlier discussions and what it helps in deciding what should be taught further.

This can be even vice-verse, students questioning the teachers to clarify the doubts that would enhance their understanding of the subject. The inquisitive instinct of the students evoke them to ask questions and satiate their query.

The teacher should encourage this in a positive way so that the student's critical thinking is developed. Testing differs in one aspect from questioning. Test is done in order to know about the previous knowledge and already taught things to the student.

### **Explaining**

Explaining is one of the very important teaching methods in education. It has taken a form of lectures in teaching methods for higher education where the teacher presents the factual information in a direct and a logical way.

Sometimes the experiences can also be shared as a part of knowledge that would work as a source of inspiration for the students. While adopting this method the teacher should give an introduction and a proper summary. Make sure that the information is specific to the audience.

The explanation should be accompanied with suitable examples for the better understanding of the students. It is like a discourse on a particular subject or topic that is for the entire class or public. Explaining can be clubbed with the modeling process to be more effective and to have a long-lasting effect on the pupils.

### **Modeling**

Modeling is a type of visual aid for teaching as well as learning. It is a known fact that human brain absorbs more and understands better when visual aid facilitates explanation. This method works on three criteria - observing, retaining and replicating. The students learn more by observing the things and acquire it by imitating it again and again.

This is also known as reinforced behaviour. This type of learning has very important role to play in the learning process especially during the childhood, though it can happen in any stage of life. This helps the students to visualize the things and, then hypothesize the solution.

### **Demonstrating**

With the help of demonstrative teaching methods in education students get an opportunity to explore the various aspects and understand the theory from a different perspective. Demonstration is a step-by-step explanation along with their reasons and significance for the better understanding of the student. It enhances the student's understanding by practically applying the knowledge and sharpen their skills and hence, they become capable of identifying and organizing the subject matter in a more efficient way. Practical experimentation is a very good method used for demonstrating the subject.

### **Collaborating**

Teamwork is a contemporary form of collaboration. The students are taught to work in a group that makes the instructing easier for the teacher. This method of teaching promotes a sense of mutual responsibility among the students. They learn to put in more effort to research for the topic and apply effective techniques to get the result.

This inculcates patience and develops an ability to critically analyze a subject. It gives an opportunity to the students to solve the problem by a healthy discussion and co-operation. This is what we call 'group discussions' which motivates the students to perform in a team, shows leadership skills and enhances the presentation capabilities as well. This is one of the best direct instructional methods.

The teaching methods for special education is a little different from the teaching methods for others. The education is imparted to these students based on their strengths and weaknesses. The teachers cater to the special needs of the students like modification in the regular teaching program, use of supplementary aids that allows students to participate in the learning process. Different teaching strategies are adopted on the basis of the disabilities.

Apart from these defined methods, nowadays many other teaching methods in education are being adopted to give quality education. The methods like role-play, story or games, seminars, presentations, workshops, conferences, educational trips and modern audio-visual aids like documentary films, computers, internet, etc. have been introduced in education. These new methods have increased the pace of learning and understanding. The capability of the students to research and logically think for a given problem, has been enhanced through modern methods. Some techniques have been added below for you.

## **5.3 Teaching techniques**

### **5.3.1 Brainstorming**

Brainstorming is a group creativity technique that was designed to generate a large number of ideas for the solution of a problem.

It is particularly helpful there is a need to break out of established patterns of thinking, so that new ways of looking at things would be developed. The teachers should develop new opportunities to bring improvement in their services or when existing approaches aren't giving the desired results.

There are four basic rules in brainstorming. These are intended to reduce the social inhibitions that occur in groups and therefore stimulate the generation of new ideas.

### **Rules of Brainstorming**

**Focus on quantity:** This rule is a means of enhancing divergent production, aiming to facilitate problem solving through the maxim, *quantity breeds quality*. The assumption is that the greater the number of ideas generated, the greater the chance of producing a radical and effective solution.

**No criticism:** It is often emphasized that in group brainstorming, criticism should be put 'on hold'. Instead of immediately stating what might be wrong with an idea, the participants focus on extending or adding to it, reserving criticism for a later 'critical stage' of the process. By suspending judgment, a supportive atmosphere could be created where participants feel free to generate unusual ideas.

**Unusual ideas are welcome:** To get a good and long list of ideas, unusual ideas are welcomed. They may open new ways of thinking and provide better solutions than regular ideas. They can be generated by looking from another perspective or setting aside assumptions.

**Combine and improve ideas:** Good ideas can be combined to form a single very good idea, as suggested by the slogan "1+1=3". This approach is assumed to lead to better and more complete ideas than merely generating new ideas alone. It is believed to stimulate the building of ideas by a process of association.

### **Outline of the Method**

#### **Set the problem**

One of the most important things to do before a session is to define the problem. The problem must be clear, not too big, and captured in a definite question such as "*What service for mobile phones is not available now, but needed?*". If the problem is too big, the chairman should divide it into smaller components, each with its own question.

#### **Create a background memo**

The background memo is the invitation and informational letter for the participants, containing the session name, problem, time, date, and place. The problem is described in the form of a question, and some example ideas are given. The ideas are solutions to the problem, and used when the session slows down or goes off-track.

#### **Select participants**

The chairman composes the brainstorming panel, consisting of the participants and an idea collector. Ten or fewer group members are generally more productive than larger groups. Many variations are possible but the following composition is suggested.

- Several core members of the project who have proved themselves.
- Several guests from outside the project, with affinity to the problem.
- One idea collector who records the suggested ideas.

### **Create a list of lead questions**

During the brainstorm session the creativity may decrease. At this moment, the chairman should stimulate creativity by suggesting a lead question to answer, such as *Can we combine these ideas?* or *How about a look from another perspective?*. It is advised to prepare a list of such leads before the session begins.

### **Session conduct**

The chairman leads the brainstorming session and ensures that the basic rules are followed. The activities of a typical session are:

A warm-up session, to expose novice participants to the criticism-free environment. A simple problem is brainstormed, for example *What can be improved in Microsoft Windows?*.

- The chairman presents the problem and gives a further explanation if needed.
- The chairman asks the brainstorming panel for their ideas.
- If no ideas are coming out, the chairman suggests a lead to encourage creativity.
- Every participant presents his or her idea, and the idea collector records them.
- If more than one participant has ideas, the chairman lets the most associated idea be presented first. This selection can be done by looking at the body language of the participants, or just by asking for the most associated idea.
- The participants try to elaborate on the idea, to improve the quality.
- When time is up, the chairman organizes the ideas based on the topic goal and encourages discussion. Additional ideas may be generated.
- Ideas are categorized.
- The whole list is reviewed to ensure that everyone understands the ideas. Duplicate ideas and obviously infeasible solutions are removed.
- The chairman thanks all participants and gives each a token of appreciation

### **The Process**

- Participants who have an idea but no possibility to present it are encouraged to write down their idea and present it later.
- The idea collector should number the ideas, so that the chairman can use the number to encourage quantitative idea generation, for example: *We have 44 ideas now, let's get it to 50!*
- The idea collector should repeat the idea in the words he or she has written it, to confirm that it expresses the meaning intended by the originator.
- When more participants are having ideas, the one with the most associated idea should have priority. This is to encourage elaboration on previous ideas.
- During the brainstorming session the attendance of managers and superiors is strongly discouraged, as it may inhibit and reduce the effect of the four basic rules, especially the generation of unusual ideas

### **5.3.2 Problem-Solving Method**

- Problem solving is a process to choose and use the effective and beneficial tool and behaviours among the different potentialities to reach the target.

- It contains scientific method, critical thinking, taking decision, examining and reflective thinking.
- This method is used in the process of solving a problem to generalize or to make synthesis.

### **Steps of Problem Solving Process**

- 1- Choosing the topic and emergence of problem.
- 2- Delimitation of the problem.
- 3- Planning the application.
- 4- Preparing the working guide.
- 5- Providing the sources.
- 6- Examining the problem.
- 7- Getting a conclusion.
- 8- Disputating the topics, views and findings.

### **Advantages of Problem Solving Method**

- It provides the active participation of the students in teaching-learning activity.
- It habituates student to study regularly and organized.
- It provides students to gain scientific view and thinking.
- It makes students to be interested in learning.
- It helps to improve the sense of responsibility of students.
- It provides students to face the problems boldly and to deal with it in a scientific approach.
- It helps students to adopt the view of benefit from others ideas and to help each other.
- It predicates the learning to a more logical and doughty foundation.
- It improves the ability of making proposes and putting forward the hypothesis.
- It helps students to adopt the idea of not to be hurry to make a decision.

### **Disadvantages**

- It takes too much time.
- It is not possible to apply this method to all disciplines.
- It can load some worldly burdensomes to students.
- It can be diffucult for students to provide the materials and sources which is required for solving the problem.
- Evaluating the learning can be difficult.

### **Techniques used in Problem Solving Method**

#### **a) Induction**

It is like teaching with discovering method. Cases are observed carefully. The similarities and dissimilarities are found. Then you can reach the general rule or law with the techniques "generalization" or "making abstract" from the similarities.

**b) Deduction**

It is reverse of induction technique. Some general laws and rules which are reached before are given to the students and want them to apply this method to different singular case. The convenience of it to the one of the case is controlled mentally.

**5.3.3 Cooperative Learning Technique**

- Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learning, thus creating an atmosphere of achievement. Students work through the assignment until all the members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members ;
  1. gain confidence from each other's effort (your success benefits me and my success benefits you.)
  2. recognize that all group members share a common fate
  3. know that one's performance is mutually caused by oneself and one's team members (we can not do it without you.)
  4. feel proud and jointly celebrate when a group member is recognized for achievement. (we all congratulate you on your accomplishment.)
- Research has shown that cooperative learning techniques;
  1. promote students learning and academic achievement
  2. increase students retention
  3. enhance students satisfaction with learning experience
  4. help students develop skills in oral communication
  5. develop students social skills
  6. promote students self-esteem
  7. help to promote positive race relations.

**Elements of Cooperative Learning**

1. Positive interdependence
2. Face to face interaction
3. Individual and group accountability
4. Interpersonal and small-group skills
5. Group processing

**Classroom Activities That Use Cooperative Learning**

1. Jigsaw
2. Three-step interview
3. Think-pair-share
4. Round robin brainstorming
5. Three-minute review
6. Numbered heads
7. Team pair solo
8. Circle the sage

## 9. Partners

### **Advantages**

1. The group provides each member with an opportunity to participate and thereby influences decision making.
2. Face to face learning situations promote an atmosphere of cooperation and empathy seldom achieved in other learning situations.
3. Personal relationships are usually less problematic. There is also a greater chance of different opinions and varied contributions.
4. It encourages broader skills of cooperation and negotiation.
5. It promotes learner autonomy by allowing sts to make their own decisions in the group without being told what to do by the teacher.
6. Although we do not wish any individuals in groups to be completely passive nevertheless some sts can choose their level of participation more readily than in a whole-class or pairwork situation.

### **Disadvantages**

1. It is likely to be noisy. Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
2. Not all the students enjoy it, since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes sts find themselves in uncongenial groups and wish they could be somewhere else.

## **5.3.4 Drama Technique**

**Dramatization:** This technique contains many sub techniques as follows:

### **Sub Techniques**

- **Informal drama:** no preparation, no written material for ex-traffic accident
- **Role playing:** students may get preparation for their role before acting
- **Formal drama:** completely under the teacher control. Everybody uses written material
- **Puppets:** students use puppets and say what they want behind the puppets
- **Pantomime:** students use only mime and gestures, no oral acts, such as washing his face, eating something
- **Finger game:** especially for younger students. A story is given and want students to complete it by making their fingers talk

### **Advantages**

- It is fun
- Provides direct involvement in learning on the part of all students
- Improves language using
- Communicating/speaking and listening skills are improved
- Allows for exploration on solutions

### **Disadvantages**

- Needs too much time
- Costumes, decors and preparation of physical environment may create difficulties
- If students are limited, it may be boring
- Students may be too self-conscious
- Not appropriate for large groups
- Students may feel threatened

## **5.4 New themes in teaching**

Thinkers in the field of education have identified, understood, and critically evaluated the effects of particular methods, modes, and environments of teaching and learning in formal teaching and schooling. Thinkers of 20th century have highlighted the negative contribution of many formal educational strategies and practices. Some thinkers of education are of the views that schooling should be reformed, others argue that it should be transformed and others suggest for de-schooling.

These implications have been bridged in developed countries by applying more “learner-centered”, “knowledge centered” and “community centered” approaches.

Latest findings in the field of psychology devalue the mechanistic treatment of Reward and punishment in schools and replaced it with a newer “cognitive perspective” which emphasizes cognitive feedback and natural motivation of students- children are naturally motivated to know in the same way as they feel hunger and thirst, but they feel tired when they don’t find materials and practices according to their interests and relevance. Teachers of modern world may opt the following themes in their teaching: “pedagogical content knowledge”

Teacher must know “what” they are teaching to “whom” and how that material can be made easily understandable. Actually the teachers who punish students physically or psychologically show that they don’t possess skills to satisfy and motivate students. “Competition vs. cooperation”

This is another new theme. Most of the teachers give importance to competition and think it the only way to motivate students. The teachers should distinguish between the healthy and unhealthy competition. Students don't share knowledge with each other due to competition among them and it affects their personality development and they develop feelings of jealousy in their lives forever. The teacher should play a role in diverting these feeling towards healthy competition.

### **Individual Learning Needs**

Our schools have fix and specific syllabus, time tables for different classes throughout the year. Teachers also opt specific and routine teaching methodologies that suit to majority of the children in their class; they never try to incorporate the individual learning needs in teaching. However current researches suggest that there are particular learning styles; some students learn easily through abstract ideas, some require more visually stimulated environment to learn, some students learn easily by doing, and some can only understand through association and body languages, all these styles of learning look for particular teaching styles. So the teacher must know the individual learning needs of students and should mix the methods accordingly.

### **Knowledge of Result**

Practices and procedures in the field of assessment in the schools are debatable. The methods of assessment give direction to the students' emphasis in learning. Assessment of factual information only will lead the students to give attention to facts and figures in the material and he/she will not emphasis on conceptual understanding of the teaching material. Most of the teachers give rewards and punishment on the basis of exams but they do not provide cognitive feedback to students.

### **The Textbooks**

Our educators and course developers provide surface knowledge in the text books. They neither arrange concepts and facts around a core concept nor make material conceptually understandable and appropriate to the age and development level of students. Our students forget lessons within one or two years due to lake of in depth knowledge.

### **Level of Intelligence and Prior knowledge**

Research has identified that each child has its own natural tendency towards intelligence. Some Children have good logical and linguistic intelligence, while other have intellectual tendency towards art and games. Teachers should use individual intelligence during their lecture and should arrange classroom practices that help students to develop in their

particular intelligences. Similarly students also have their own levels of prior knowledge about the topics of the subject. There may be misconceptions/wrong belief. A teacher cannot transfer new knowledge to students until the prior knowledge is not known. The role of teacher should be to probe and reconstruct that prior knowledge during lesson teaching.

### **Career Counseling**

Our educational system lacks in providing information and skills regarding to world of work. The school curricula, educational philosophy and teaching practices do not prepare a work force for industrial and organizational settings.

**Activity:**

Spend a day at school. Teach topics of your own choice to five classes by using different method in each class.

## **6. EXERCISE**

- Q. 1 How is classroom management helpful in achieving the learning and teaching goals?
- Q. 2 What is a case method?
- Q. 3 Differentiate and compare active learning and Cooperative Learning.
- Q. 4 Explain the teaching technique.

## **7. SELF ASSESSMENT QUESTIONS**

- Q. 1 Define “Conducive Classroom Environment”. Describe the teacher’s responsibilities in making the Environment Conducive to learning.
- Q. 2 Define effective teaching. Discuss the factors contributing towards effective teaching.
- Q. 3 Explain the approaches to effective teaching. What pathway of teaching would you like to adopt to make your teaching more effective in the classroom?
- Q. 4 A teacher’s personality traits are important to create and maintain a classroom/ learning environment. Why?

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